



GOVERNMENT OF MALTA



SECRETARIAT FOR CATHOLIC EDUCATION



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I recently had the privilege of attending a three-day professional development course on Dyscalculia held at the International School of Luxembourg and organised by the Secretariat for Catholic Education from 11-13 February 2026. The training was delivered by mathematical experts Cat Eadle and Rob Jennings from the Dyscalculia Network.

Across the three days, we explored the foundations of Dyscalculia and broader Maths Learning Challenges, developing a clearer understanding of how to distinguish between them and how they often co-occur with other neurodiverse conditions. We examined key indicators, identification tools, and the impact of maths anxiety on learning and performance. A particularly powerful concept was the “Jenga Effect,” which illustrates how foundational gaps significantly inhibit future mathematical development.

The sessions were highly engaging, enriched by collaborative discussions with international educators and practical case studies that encouraged contextual application. We reflected deeply on inclusive teaching approaches, effective interventions, the strategic use of manipulatives and maths games, and the importance of embedding Universal Design for Learning (UDL) principles within our schools.

This mobility was enhanced further by the cultural aspect of it which offered us the invaluable opportunity to experience the European Parliament in Luxembourg.

This experience was insightful, enriching, and empowering. The trainers demonstrated exceptional professionalism and deep expertise, delivering complex content with clarity and ease while ensuring every participant felt engaged and supported throughout making it a sterling opportunity for meaningful professional growth.





The Jenga Effect

3 Teaching moves onto even more advanced topics, but... the learner feels like a failure as they can't understand the maths; they are very anxious and suggest that they "hate maths!"

2 Teaching moves onto the next steps, but... the learner feels like nothing makes sense and begins to believe they 'can't do maths'!

1 The foundations of maths are taught, but... the learner didn't really understand and started to feel a bit wobbly and anxious about maths

Dyscalculia

